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THE IMPACT OF ORGANISATIONAL CULTURE ON TURNOVER INTENTIONS AMONG LECTURERS IN TANZANIA'S PUBLIC UNIVERSITIES

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ABSTRACT
Tanzania's public universities have been grappling with an unanticipated turnover of lecturers, a phenomenon that exerts adverse impacts on institutional operations. Empirical evidence suggests that organisational culture significantly influences employee turnover intentions, thus holding the potential to mitigate the departure of lecturers from these academic institutions. This study aims to investigate the correlation between organisational culture and employee turnover intentions among lecturers in Tanzania's public universities, drawing upon evidence from the context. Guided by the social exchange theory, the study employs a quantitative approach, utilising questionnaires to procure data from two prominent public universities: Mzumbe University and Moshi Co-operative University. The sample comprises 221 lecturers selected through a simple random technique. Both descriptive and inferential analyses were employed for data evaluation. The findings underscore that clan culture, hierarchy culture, adhocracy culture, and market culture exert significant and negative influences on turnover intentions when examined as individual variables. Moreover, employing a multiple regression model, the study establishes a negative correlation between organisational culture and turnover intentions. Consequently, the study concludes that organisational culture can effectively diminish turnover intentions within the cadre of lecturers in Tanzania's public universities.

Keywords: Employee turnover, Organisational culture, Public universities, Turnover intentions, Market culture.
Paper type: Research paper
Type of Review: Peer Review

1. Introduction

Organisations heavily rely on human resources, often regarded as the primary drivers of organisational success. The significance of these resources has led organisations to make substantial investments in enhancing their skills and knowledge, aligning with both individual employee career aspirations and the broader organisational objectives (Aina & Atan, 2020). While the investment in human resources is pivotal, ensuring their sustained commitment presents a distinct challenge, one that is far from straightforward (Thomas & Joseph, 2015). The era of globalisation and the influence of market dynamics, compounded by

distinct legal frameworks worldwide, have ushered in heightened labour mobility (Qiwang & Xiaorui, 2020). Despite organisations' adoption of diverse strategies to enhance employee retention, the persistence of employee turnover remains a critical concern. The departure of a skilled workforce can profoundly undermine an organisation's performance and operational continuity. Notably, elevated employee turnover detrimentally impacts productivity, service quality, and the overall reputation of an organisation (Al-Suraihi et al., 2021).

In the realm of empirical investigations, organisational culture has garnered considerable attention as a factor linked to employee retention (Haggalla & Jayatilake, 2017; Lone & Nazir, 2020; Dadgar et al., 2013). Organisational culture encapsulates shared values, beliefs, traditions, and attitudes prevalent among employees within a specific organisation, evolving over time spent within that milieu. Consequently, it forges a collective identity among individuals affiliated with the same organisation. On a global scale, the challenge of retaining employees within higher education institutions stands as a pressing concern. The higher education sector is grappling with an alarming rate of employee turnover, a situation that poses significant ramifications for the quality of education and ancillary services offered by these institutions (Selesho & Naile, 2014). Given the substantial investments made by higher education institutions in the training and development of lecturers, addressing employee turnover in these contexts necessitates multifaceted strategies. Previous inquiries have connected lecturer turnover predicaments with inadequacies in salary structures, subpar working conditions, and other tangible and intangible benefits (Do et al., 2020; Matimbwa & Ochumbo, 2019; Mkulu, 2018). Notably, compared to studies focusing on other organisational forms, scant attention has been accorded in the literature to the nexus between organisational culture and lecturer retention within higher education institutions (Warter, 2019).

The landscape of lecturer retention within African public universities is notably more challenging compared to their Western counterparts. Pressing concerns such as working conditions and modest remuneration packages have been identified as pivotal drivers influencing academic staff turnover (Mulie & Sime, 2018; Amani & Komba, 2016; Mapolisa, 2014). The mounting burdens on lecturers, often burdened with an overwhelming array of tasks exacerbated by a dearth of adequately qualified staff, further exacerbate the situation (Mushemeza, 2016). In the context of Tanzania, the focus of this study, public universities grapple with analogous challenges that curtail their contributions to critical domains such as training, research, consultancies, and community engagement, which constitute their fundamental mandates. The study conducted by Amani and Komba (2016), delving into the correlation between job satisfaction and turnover intentions among lecturers in Tanzania's public universities, underscored the alarming frequency of lecturer turnover in these institutions due to diverse reasons. Consequently, universities have adopted an array of strategies aimed at lecturer retention, encompassing provisions for training opportunities, flexible work arrangements, enticing incentive schemes, and cultivating conducive working environments, among others (Matibwa & Ochumbo, 2019; Mutabuzi, 2019). However, despite Komba's (2016) call for further exploration into the determinants of employee retention, the impact of organisational culture has remained notably underexplored by researchers. In light of this context, this study embarks on an examination of the influence of organisational culture on lecturer turnover within Tanzania's public universities.

2. Literature Review

2.1 Theory Underpinned the Study

The study draws upon the social exchange theory, originally posited by American sociologist George Homans in 1958. This theory asserts that employees' actions and decisions within organisations are predicated on how these organisations treat them (Cropanzano et al., 2017). Social exchange theory contends that employee loyalty to an organisation is contingent on the quality of their experience therein. Consequently, employees are inclined to depart if the organisation fails to meet their expectations. The theory underscores a reciprocal relationship, wherein employees' choices stem from the interplay between their actions and the organisation's treatment of them (Yu et al., 2018). Organisational culture presents an experiential milieu that can either appeal to employees or deter them. In the context of perceived organisational culture, social exchange theory elucidates how it can influence employees' decisions regarding their tenure, potentially motivating them to remain or contemplate departure (Osman et al.,

2016). This theory rationalises that employees may opt to exit an organisation with an unsatisfactory culture in favour of one aligned with their preferences (Lone & Nazir, 2020). Therefore, the interaction between organisational culture and turnover intentions adheres to a principle of exchange: positive culture exchanges potentially correspond with retention, whereas negative exchanges may precipitate turnover.

2.2 Empirical Review

2.2.1 Key terms in this context

This section provides an overview of the key terms in the context of this study. It provide the historical perspectives of the universities in Tanzania and the findings of the previous empirical studies on the topics related to turnover intentions among employees in various work places. Turnover intentions in the context of this study encompass an employee's contemplations and plans to depart from an organisation within a specified timeframe. Such intentions tend to correspond with actual turnover, signifying a close nexus between turnover intentions and tangible turnover outcomes (Kurniawaty et al., 2019). This sometime is the result of the organisational culture.

The organisational culture encapsulates a framework of shared values, beliefs, traditions, and attitudes, fostered among employees within a specific organisation over their tenure. An institution's unique culture is reflected through its nomenclature, emblem, mission, historical structures, and alumni (Güngör & Şahin, 2018). Organisational culture finds expression through four predominant sub-variables: clan culture, hierarchy culture, adhocracy culture, and market culture. Clan culture cultivates a sense of kinship among organisational members, fostering mutual assistance and collaborative efforts towards individual and collective objectives (Njagi, Kamaua, Muraguri, 2020). Hierarchy culture delineates the vertical rapport within an organisation, manifesting in superior-subordinate dynamics governed by established rules, guidelines, and policies (Belias & Koustelios, 2014). Adhocracy culture pertains to an organisation's propensity for innovation, creativity, and adaptability, responding to external influences (Joseph & Kibera, 2019). Market culture elucidates an organisation's interactions with external stakeholders like customers, suppliers, regulatory bodies, and other entities (Rukh & Qadeer, 2018). In congruence, this study defines market culture as a facet of organisational culture that defines an organisation's rapport with external stakeholders.

2.2.2 Public universities in Tanzania

Public universities, often synonymous with state-owned institutions, constitute a cornerstone of higher education. In Tanzania, their inception traces back to 1961 with the establishment of the University College Dar es Salaam (UCD). This institution, later transformed into the University of Dar es Salaam, exemplified the nascent stage of public higher learning (Mkude, Cooksey & Levey, 2003). Subsequent decades have witnessed an upsurge in both public and private universities in Tanzania, with 12 fully-fledged universities and 4 public university colleges presently in operation. Oversight of these institutions is vested in the Tanzania Commission for Universities (TCU, 2020), the regulatory body governing public and private universities. Despite being entrusted with resources, public universities grapple with financial constraints, material shortages, and human resource inadequacies. These institutions, while receiving governmental funding, resort to supplementary income generation methods such as evening programs and research initiatives to mitigate shortages (Muduekwe & Thaver, 2019). However, a prominent challenge arises from the scarcity of qualified lecturers, undermining institutional functioning. Moreover, job satisfaction among academic staff is low, intertwined with elevated stress levels, contributing to the vexing issue of high turnover (Amani & Komba, 2016; Mkumbo, 2014). Furthermore, public universities encounter stakeholder dissatisfaction regarding graduate quality and institutional performance (Mwita, 2018).

2.2.3 Clan culture and turnover intentions

Clan culture emerges as a potent factor influencing employee commitment to an organisation. The study by Haggalla and Jayatilake (2017) conducted in Sri Lanka discovered an inverse relationship between clan culture and turnover intentions, substantiating that organisational environments resembling familial bonds tend to foster retention. Lone and Nazir (2020) reaffirm this observation, detecting a significant negative association between clan culture and employee turnover intentions. Dadgar et al. (2013) reinforce this

paradigm, highlighting the predictive influence of clan culture on employee intention to remain. Conversely, Seleethe and Thabane (2016) expose a paradox within the context of South African universities, revealing how inadequate clan culture, rife with discrimination and discomfort, accelerates academic turnover. Notably, the significance of teamwork and support in the demanding academic milieu further underscores the salience of clan culture (Gantasala, 2015). Consequently, clan culture emerges as a predictor of turnover intentions among lecturers, aligning with the tenets of social exchange theory.

2.2.4 Hierarchy culture and turnover intentions

Hierarchy culture emerges as a pivotal determinant of turnover intentions. Hossein (2019) reveals a negative correlation between hierarchy culture and turnover intentions, spotlighting the stabilising effect of well-defined vertical relationships governed by rules. Mohamed & Nadim (2019) reinforce this observation through their study in Pakistan's public universities, revealing that hierarchy culture inversely correlates with employee turnover intentions. However, nuances arise as Nwanko (2019) remarks on the unique context of higher education institutions, where hierarchy culture is well-managed and seldom problematic. Despite its potential benefits, the misapplication of rigid rules and regulations can exacerbate turnover concerns (Nwanko, 2019). Consequently, the relationship between hierarchy culture and turnover intentions is nuanced, warranting strategic management to harness its benefits and mitigate potential drawbacks.

2.2.5 Adhocracy culture and turnover intentions

Adhocracy culture surfaces as a crucial dimension shaping employee retention. The studies by ldhuwaihi and Shee (2015) in Saudi Arabia and Fakhi (2020) in Malaysia converge to reveal the inverse correlation between adhocracy culture and turnover intentions. The embracing of innovation and creativity within the organisational fabric fosters an environment that mitigates turnover intentions. However, nuanced findings emerge from Deogratius's (2019) investigation in Pakistani universities, cautioning against generalisations. Mullins (2019) underscores the significance of adhocracy culture in the academic context, fostering an environment conducive to creativity and adaptation. The complexity arises from the study by Beytekđn, Yalçinkaya, Doğan & Karakoç (2010), revealing divergent cultural compositions within universities. Consequently, the role of adhocracy culture in turnover intentions is influenced by contextual factors, emphasising the need for tailored interventions.

2.2.6 Market culture and turnover intentions

Market culture emerges as a salient determinant of turnover intentions, reflecting an organisation's external interactions. Haggalla & Jayatilake (2017) and Lone and Nazir (2020) concur on the negative relationship between market culture and turnover intentions, substantiating how an outwardly engaged organisation fosters retention. Deogratius (2019) affirms this connection, highlighting the significance of market-oriented strategies for universities. The study by Moune (2019), while not universally corroborative, uncovers variations, highlighting a pronounced concern among managerial staff for market interactions. This underscores the nuanced influence of market culture on turnover intentions, contingent on roles and perceptions within the organisation. In the Tanzania's context, empirical evidence on the interplay between these cultural dimensions and turnover intentions among lecturers remains scant, necessitating further inquiry.

3. Methodology

This study adopts a quantitative approach to investigate the relationship between organisational culture and turnover intentions among lecturers in Mzumbe University and Moshi Co-operative University. This approach facilitated the collection of structured data that were subjected to statistical analysis, allowing for the identification of patterns, correlations, and predictive insights within the dataset. In this study, data were collected from lecturers of the two aforementioned universities using a standardised questionnaire. The distribution of the questionnaire was conducted through both online means using Google Forms and hard copies, ensuring maximum accessibility for participants. Rigorous measures were taken to ensure the content validity of the questionnaire, aligning with Mohajan's (2017) concept of validity as the instrument's capacity to measure its intended constructs. Statements in the questionnaire were formulated based on the

findings from the literature review. Both independent and dependent variables were gauged using a five-point Likert scale, permitting respondents to express their levels of agreement or disagreement. The instrument underwent content validation by two human resources experts to enhance its validity.

The study opted for a census approach, aiming to collect data from all lecturers in the two universities, thereby encompassing a comprehensive overview of the targeted population. The rationale for employing a census approach was rooted in the manageable size of the lecturer population within the universities, ensuring the feasibility of data collection within a reasonable timeframe. Data analysis process involved the application of inferential statistics, specifically correlation and regression analysis. Correlation analysis determined the strength and direction of relationships between organisational culture dimensions (clan, hierarchy, adhocracy, and market culture) and turnover intentions among lecturers. Regression analysis utilised to assess the predictive impact of organisational culture dimensions on turnover intentions.

4. Findings and Discussion

4.1 Demographic data

The study aimed at securing responses from 429 lecturers across the universities in this study. Ultimately, a total of 221 respondents completed and returned questionnaire. This response rate surpasses the threshold suggested by Babchuk (2017), where a response rate of 50% or higher is deemed satisfactory for analysis, thereby enhancing the robustness of the data collected for the study. In terms of age distribution, the majority of respondents, 128 (57.9%), fell within the age bracket of 23 to 33 years, indicating a prevalence of young lecturers in the sample. Additionally, 82 (37.1%) respondents were between 34 and 44 years old, while 11 (5%) were aged between 45 and 55 years. This demographic profile underscores the predominance of youthful participants within the study, which could influence their perspectives and experiences in the academic environment.

Regarding marital status, 148 (67%) respondents reported being married, while 73 (33%) indicated that they were not married. This distribution provides insight into the marital status of the participants, which could intersect with their work-life balance and potential turnover intentions. The educational attainment of the respondents was diverse, with 60 (27.1%) holding a bachelor's degree, 94 (42.5%) possessing a master's degree, and 67 (30.3%) having a PhD. This varied educational background is indicative of the expertise and qualifications present within the lecturer population of the two universities. In terms of professional designation, the sample encompassed a range of roles: 64 (29%) respondents were Tutorial Assistants, 71 (32.1%) were Assistant Lecturers, 69 (31.2%) held the position of Lecturer, 16 (7.2%) were Senior Lecturers, and 1 (0.5%) held the rank of Professor. This distribution reflects the hierarchical structure of academic positions, demonstrating the diversity of roles represented in the study. The participation from the two universities was as follows: 150 (67.9%) respondents were affiliated with Mzumbe University, while 71 (32.1%) were associated with Moshi Co-operative University. This distribution underscores the dual-university context of the study, ensuring representation from both institutions. Table 1 summarises all these.

Table1: Respondents' demographic data

Characteristic	Category	Frequency (%)
Gender	Male	150 (67.9%)
	Female	71 (32.1%)
Age	23-33 years	128 (57.9%)
	34-44 years	82 (37.1%)
	45-55 years	11 (5%)
Marital Status	Married	148(67%)
	Not Married	73(33%)
Education Level	Bachelor degree	60 (27.1%)
	Master's degree	94 (42.5%)
	PhD	67 (30.3%)
Designation	Tutorial Assistants	64(29%)
	Assistant lecturers	71 (32.1%)
	Lecturers	69 (31.2%)
	Senior lecturers	16(7.2%)
	Professors	1 (0.5%)
University	Mzumbe University	150(67.9%)
	Moshi Co-operative University	71(32.1%)

4.2 Reliability of the Research Instrument

To assess the reliability of the research instrument, the study employed the Cronbach's alpha coefficient. Reliability, in this context, pertains to the consistency of the research tool's outcomes when administered multiple times under similar conditions. The Cronbach's alpha coefficient evaluates the internal consistency of the items within each variable. The commonly accepted guideline is that a Cronbach's alpha value of 0.7 and above indicates satisfactory reliability (Manerikar & Manerikar, 2015). The study computed Cronbach's alpha for each research variable to gauge the reliability of the instrument used for data collection. The results, as illustrated in Table 2, reveal that all research variables exhibited Cronbach's alpha values exceeding 0.7. This signifies that the instrument utilised to gather data for the study demonstrated an acceptable level of reliability. The reliability assessment underscores the robustness of the instrument and enhances the confidence in the subsequent data analysis and findings interpretation.

Table 2: Cronbach alpha values for the variables

Variable	Cronbach's Alpha	No. of items
Turnover Intentions	.852	6
Clan Culture (CC)	.701	3
Hierarchy Culture (HC)	.855	3
Adhocracy Culture (AC)	.815	3
Market Culture (MC)	.802	3

4.3 Diagnostic Tests

To ensure the validity and reliability of the study's findings and conclusions, a series of diagnostic tests were conducted. The outcomes of these tests are presented below:

4.3.1 Normality test

A cruKcial assumption in statistical analysis is the normal distribution of data (Das & Imon, 2016). Data that deviate from normality might not be adequately representative for making meaningful conclusions and generalisations (Mishra et al, 2019). The Kolmogorov-Smirnov test was employed to assess the normality of the data. This choice was based on the sample size, which exceeded 100 subjects. The Kolmogorov-Smirnov test yielded a significance level of 0.768. The null hypothesis of the Kolmogorov-Smirnov test posits that the dataset is normally distributed. Given that the significance level of 0.769 surpasses the accepted threshold of significance (0.05), the null hypothesis is upheld. Consequently, the test suggests that the dataset under examination follows a normal distribution, fortifying the validity of the subsequent statistical analyses.

4.3.2 Multicollinearity test

Multicollinearity occurs when multiple variables in a multiple linear regression analysis exhibit substantial correlations not only with the dependent variable but also among themselves. This phenomenon can lead to statistical insignificance of certain variables (Shrestha, 2020). To assess multicollinearity, the study employed the variance inflation factor (VIF). Typically, VIF values below 10 and tolerance values above 0.1 are indicative of the absence of multicollinearity (Shrestha, 2020). The results, as depicted in Table 3, demonstrate that all tolerance values were greater than 0.1, and the VIF values were below 10. This implies that the assumption of no multicollinearity was met, enhancing the reliability of the subsequent regression analysis. By conducting these diagnostic tests, the study rigorously evaluated the underlying assumptions and potential issues, ensuring the soundness of the research process and enhancing the credibility of the findings.

Table 3: Tolerance and VIF Values for Multicollinearity Assessment

Variable	Tolerance	VIF
(Constant)		
Clan Culture	.470	2.126
Hierarchy Culture	.427	2.343
Adhocracy Culture	.522	1.916
Market Culture	.446	2.243

Dependent Variable: Turnover Intentions

4.3.3 Linearity test

The establishment of a linear relationship between independent and dependent variables is pivotal for accurately measuring their association (Williams et al, 2013). To examine the presence of linearity, an ANOVA test was employed. This test ascertains whether any deviations from linearity exist, with the null hypothesis positing the absence of such deviations. The results, as presented in Table 4, reveal that the significance values for deviations from linearity are as follows: clan culture (0.115), hierarchy culture (0.092), adhocracy culture (0.133), and market culture (0.203). All these values exceed the threshold of significance (0.05). Consequently, the null hypothesis which suggests no deviation from linearity is upheld for all independent variables. This indicates that the assumption of linearity is met, reinforcing the validity of the linear relationship between the variables. By successfully performing this linearity test, the study ensures that the foundational assumption of linear association between independent and dependent variables is upheld, bolstering the accuracy of the subsequent regression analysis and its interpretations.

Table 4: ANOVA Test for Linearity Assessment

Variables	**Deviation of linearity (sig.)**
Turnover Intentions * Clan Culture	.115
Turnover Intentions * Hierarchy Culture	.092
Turnover Intentions * Adhocracy Culture	.133
Turnover Intentions * Market Culture	.203

4.3.4 Auto-correlation test

Autocorrelation pertains to interrelatedness among samples across various dimensions, such as time or space. Correlated observations can pose challenges as they contravene a fundamental statistical assumption that many samples are independent (Salkind, 2020). The Durbin-Watson test was employed to assess autocorrelation. The null hypothesis of this test posits that residuals are devoid of correlation (i.e., no autocorrelation). Durbin-Watson test statistics range from 0 to 4, with values between 1.5 and 2.5 indicating that autocorrelation is not a significant concern, while values outside this range raise concerns. The computed Durbin-Watson test statistic yielded a value of 1.598, implying the absence of significant autocorrelation in the dataset. This outcome underscores that autocorrelation is not a prominent issue within the utilised data.

4.4 Correlation of Study Variables

As indicated in Table 5, the study's analysis revealed several noteworthy correlations between the study variables: There was a significant negative correlation between clan culture and turnover intentions ($r = -0.637$, $p < 0.01$). This substantial correlation signifies a strong relationship between these variables. Hierarchy culture exhibited a significant negative correlation with turnover intentions among lecturers ($r = -0.504$, $p < 0.01$). This correlation underscores a noteworthy association between hierarchy culture and turnover intentions. Adhocracy culture demonstrated a significant negative linear relationship with turnover intentions ($r = -0.620$, $p < 0.01$). This robust correlation indicates a meaningful connection between adhocracy culture and turnover intentions. Market culture displayed a weak yet significant negative correlation with turnover intentions ($r = -0.372$, $p < 0.01$). While the correlation is relatively modest, it is statistically meaningful. These correlations offer insights into the associations between the various organisational culture dimensions and turnover intentions among lecturers, shedding light on the potential impact of each culture dimension on the turnover intentions observed in the study sample.

Table 5: Correlation matrix

Indicator		Turnover Intentions	Clan Culture	Hierarchy Culture	Adhocracy Culture	Market Culture
Turnover Intentions	Pearson Correlation	1				
	Sig. (2-tailed)					
Clan Culture	Pearson Correlation	-.637**	1			
	Sig. (2-tailed)	.000				
Hierarchy Culture	Pearson Correlation	-.504**	.604**	1		
	Sig. (2-tailed)	.000	.000			
Adhocracy Culture	Pearson Correlation	-.620**	.623**	.533**	1	
	Sig. (2-tailed)	.000	.000	.000		
Market Culture	Pearson Correlation	-.372**	.560**	.733**	.591**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

**Correlation is significant at the 0.01 level (2-tailed).

4.5 Hypothesis Test Results

4.5.1 Clan culture and turnover intentions

The model summary presented in Table 6 underscores the significant explanatory prowess of clan culture concerning turnover intentions. Clan culture's substantial explanatory influence is evident, accounting for 54.1% of the variance with a coefficient of determination ($R^2 = 0.541$). Additionally, the value of the multiple correlation coefficient ($R = 0.501$) is noteworthy and statistically significant at the 0.05 level. This implies that each unit increase in clan culture is associated with a 54.1% decrease in turnover intentions. The results of this hypothesis test underline the considerable impact of clan culture on turnover intentions among lecturers, as evidenced by the substantial portion of variance accounted for by the model. The statistically significant relationship between these variables lends support to the notion that clan culture plays a crucial role in influencing turnover intentions among the study participants.

Table 6: Model Summary for Clan Culture and Turnover Intentions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.501[a]	.541	.523	.59590

a. Predictors: (Constant), Clan Culture

The goodness of fit test in table 7 shows that the model was a good predictor of turnover intentions F (1, 219) =9.258, p=.003.

Table 7: ANOVA table for Clan Culture and Turnover Intentions

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.287	1	3.287	9.258	.003[b]
	Residual	77.766	219	.355		
	Total	81.054	220			

a. Dependent Variable: Turnover Intentions

b. Predictors: (Constant), Clan Culture

The aggregated mean scores of clan culture (independent variable) were subjected to regression analysis against the aggregated mean score of turnover intentions (dependent variable), and the outcomes are presented in Table 8. The study posited a null hypothesis: Ho1: There is no significant positive relationship between clan culture and turnover intentions. The examination of the beta coefficient reveals a statistically significant negative linear relationship between the variables (β = -0.191, P-value = 0.000), as outlined in Table 8. Consequently, the null hypothesis (Ho1) is accepted, given the presence of a significant negative linear relationship between clan culture and turnover intentions, as evidenced by the fact that $\beta \neq 0$ and the P-value is less than 0.05. This regression analysis reaffirms the hypothesis that clan culture indeed has a significant impact on turnover intentions. The statistically significant negative beta coefficient underscores the influence of clan culture in mitigating turnover intentions among the lecturers. This finding underscores the value of fostering a positive clan culture to counteract turnover intentions within the academic setting.

Table 8: Regression Analysis Results for Clan Culture and Turnover Intentions

		Unstandardized Coefficients		Standardized Coefficients		
Model		β	Std. Error	Beta	t	Sig.
1	(Constant)	3.635	.160		2.2652	.000
	Clan culture	-.191	.046	-.237	-.4113	.000

a. Dependent Variable: turnover intentions

The findings of this study collectively suggest that lecturers in public universities tend to view these institutions as more conducive and preferable places to remain when they cultivate a sense of a familial environment. This observation aligns with the outcomes of various studies, including Haggalla and Jayatilake (2017), Thabane (2016), Nazir (2020), and Dadgar et al. (2013). Furthermore, these findings substantiate the tenets of the social exchange theory, which posits that the employee-employer relationship is mutually interactive. According to this theory, employees' attitudes and decisions concerning their organisations are shaped by the treatment they receive. Thus, the presence of clan culture, a product of organisational dynamics, could significantly impact lecturers' intentions and choices regarding their tenure within their respective universities.

The disconcerting issue of high lecturer turnover within Tanzania's public universities underscores the possibility that these institutions may not be effectively fostering a familial and supportive environment for lecturers to be inclined to remain. This conjecture finds empirical validation in the recent work by Mgaiwa (2021), which demonstrated that the university working environment, as perceived by lecturers, negatively influences job satisfaction—an influential predictor of employee turnover. The architects of clan culture, often those in leadership positions, hold the responsibility to establish and propagate certain norms, values,

and traditions that, over time, shape an organisational identity. As articulated by Thabane (2016), the perceived hostile environment created by certain leaders in universities may foster an atmosphere that is inimical to the spirit of a familial culture, potentially prompting lecturers to seek opportunities elsewhere. In light of these findings, it becomes evident that lecturers, much like any other category of employees, tend to exhibit loyalty and dedication to organisations that prioritize their well-being and engender a familial sense of belonging.

4.5.2 Hierarchy culture and turnover intentions

The model summary, as depicted in Table 9, reveals the noteworthy explanatory capacity of Hierarchy Culture concerning turnover intentions. Remarkably, Hierarchy Culture's explanatory influence is substantial, accounting for 62.7% of the variance with a coefficient of determination (R^2 = 0.627). Furthermore, the multiple correlation coefficient (R = 0.484) attains statistical significance at the 0.05 level. Consequently, the model effectively demonstrates that an increase of one unit in Hierarchy Culture corresponds to a substantial 62.7% decrease in turnover intentions. This model summary reaffirms the significant influence of Hierarchy Culture on turnover intentions among lecturers. The substantial proportion of variance elucidated by the model and the statistically significant relationship between these variables accentuate the pivotal role of Hierarchy Culture in impacting turnover intentions within the academic setting.

Table 9: Model Summary for Hierarchy Culture and Turnover Intentions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.484[a]	.627	.604	.60622

a. Predictors: (Constant), Hierarchy Culture

The goodness of fit test in table 10 shows that the model was a good predictor of turnover intentions F (1, 219) =2.296, p=.000.

Table 10: ANOVA table for Hierarchy Culture and Turnover Intentions

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.571	1	.691	2.296	.000[b]
	Residual	80.483	219	.301		
	Total	81.054	220			

a. Dependent Variable: Turnover Intentions

b. Predictors: (Constant), Hierarchy Culture

The aggregated mean scores of hierarchy culture (independent variable) underwent regression analysis against the aggregated mean score of turnover intentions (dependent variable), and the outcomes are delineated in Table 11. The study posited a null hypothesis: Ho1: There is no significant positive relationship between Hierarchy Culture and turnover intentions. Evaluation of the beta coefficient reveals a statistically significant negative linear relationship between the variables (β = -0.078, P-value = 0.000), as depicted in Table 11. Consequently, the null hypothesis (Ho1) is rejected, as evidenced by the presence of a significant negative linear relationship between hierarchy culture and turnover intentions—given that $\beta \neq 0$ and the P-value is less than 0.05. This regression analysis reaffirms the conjecture that hierarchy culture significantly influences turnover intentions. The statistically significant negative beta coefficient accentuates the role of hierarchy culture in mitigating turnover intentions among the academic staff. These results underscore the importance of fostering a positive hierarchy culture to counteract turnover intentions within the academic milieu.

Table 11: Regression Analysis Results for Hierarchy Culture and Turnover Intentions

		Unstandardized Coefficients		Standardized Coefficients		
Model		β	Std. Error	Beta	t	Sig.
1	(Constant)	3.269	.161		2.0304	.000
	Hierarchy Culture	-.078	.044	-.504	-1.764	.000

a. Dependent Variable: turnover intentions

The investigation revealed a notable negative association between hierarchy culture and turnover intentions. These findings strongly suggest that lecturers are inclined to remain within a university environment characterized by well-established superior-subordinate relationships. The study's outcomes correspond with the conclusions drawn by Hossein (2019) and Mohamed and Nadim (2019), whose research similarly identified a substantial inverse relationship between hierarchy culture and turnover intentions. Consequently, the current study contributes to a growing body of literature that emphasizes the significance of hierarchy culture in retaining academic personnel and deterring turnover intentions. These consistent results underscore the pivotal role of hierarchy culture in shaping lecturers' commitment to their institutions and their inclination to remain therein.

4.5.3 Adhocracy culture and turnover intentions

As delineated in Table 12, the model summary underscores the noteworthy explanatory potency of Adhocracy Culture concerning turnover intentions. Remarkably, Adhocracy Culture's explanatory influence is significant, encapsulating 53.7% of the variance with a coefficient of determination ($R^2 = 0.537$). Additionally, the multiple correlation coefficient ($R = 0.563$) attains statistical significance at the 0.05 level. Hence, the model effectively demonstrates that augmenting adhocracy culture by one unit corresponds to a notable 53.7% decrease in turnover intentions. This model summary bolsters the assertion that Adhocracy Culture significantly influences turnover intentions within the context of academic staff. The considerable proportion of variance explicated by the model and the statistically significant relationship between these variables highlight the pivotal role of Adhocracy Culture in shaping turnover intentions within the academic milieu.

Table 12: Model Summary for Adhocracy Culture and Turnover Intentions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563[a]	.537	.512	.60024

a. Predictors: (Constant), Adhocracy Culture

The goodness of fit test in table 13 shows that the model was a good predictor of turnover intentions F (1, 219) =5.968, p=.015.

Table 13: ANOVA table for Turnover Intentions and Adhocracy Culture

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.150	1	2.150	5.968	.015[b]
	Residual	78.903	219	.360		
	Total	81.054	220			

a. Dependent Variable: Turnover Intentions

b. Predictors: (Constant), Adhocracy Culture

The analysis involved regressing the aggregate mean scores of adhocracy culture (independent variable) against the aggregate mean score of turnover intentions (dependent variable), as depicted in Table 14. In alignment with the study's hypothesis, the null hypothesis (Ho1) posited that no significant positive relationship exists between adhocracy culture and turnover intentions. The examination of the beta coefficient indicates a statistically significant negative linear relationship between the variables ($\beta = -0.167$, P-value = 0.000). Consequently, the study accepts the null hypothesis (Ho1) as there is compelling evidence

of a significant negative linear relationship between adhocracy culture and turnover intentions. This outcome reiterates the pivotal role of adhocracy culture in influencing the propensity for turnover intentions among academic staff. These findings affirm that adhocracy culture plays a substantial role in shaping turnover intentions within the academic environment, underscoring the importance of fostering a climate that values creativity, innovation, and adaptability to reduce turnover intentions among academic personnel.

Table 14: Regression Analysis for Adhocracy Culture and Turnover Intentions

		Unstandardized Coefficients		Standardized Coefficients		
Model		β	Std. Error	Beta	t	Sig.
1	(Constant)	3.515	.142		24.730	.000
	Adhocracy Culture	-.167	.044	-.620	-3.805	.000

a. Dependent Variable: turnover intentions

As indicated in Table 14, the study has revealed a significant inverse correlation between adhocracy culture and turnover intentions among faculty members in public universities. This suggests that as adhocracy culture levels increase within these institutions, the likelihood of lecturers leaving diminishes. These findings align with prior research conducted by Fakhi (2020), Idhuwaihi and Shee (2015), Mullins (2019), and Oyedepo (2019), all of which have established a negative association between adhocracy culture and turnover intentions. However, Beytekđn, Yalçinkaya, Doğan & Karakoç (2010) found adhocracy culture to have a comparatively less prominent impact on turnover intentions within the faculty. Adhocracy culture pertains to an organisation's capacity to embrace change and foster an environment conducive to employee creativity and innovation. In the context of higher education institutions, these organizations are not merely expected to adapt to change; they are also anticipated to spearhead innovative initiatives and serve as incubators of creativity (Vlachopoulos, 2021). The career advancement and success of lecturers are heavily contingent upon their ability to generate novel ideas. Consequently, lecturers are more inclined to remain in a university that actively cultivates an adhocracy culture.It is important to note that the adoption of change in public organizations tends to be slower when compared to their private counterparts (Al-Alawi, Abdulmohsen, Al-Malki & Mehrotra, 2021). This discrepancy may partially account for the elevated turnover rates observed in public universities, as documented by Do, Le, and Phan (2020), Matimbwa and Ochumbo (2019), and Mkulu (2018).

4.5.4 Turnover Intentions and Market Culture

The model summary presented in Table 15 reveals that Market Culture wields substantial explanatory influence over turnover intentions, explaining 61.1% of the variance, as evidenced by the coefficient of determination (R^2 = .611) and a statistically significant level of $p < 0.05$. These results suggest that a one-unit increment in adhocracy culture is associated with a notable 61.1% reduction in turnover intentions.

Table 15: Model Summary for Turnover Intentions and Market Culture

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.706[a]	.611	.597	.60494

a. Predictors: (Constant), Market Culture

The goodness of fit test in table 16 shows that the model was a good predictor of turnover intentions F (1, 219) = 2.489, p=.000.

Table 16: ANOVA table for Turnover Intentions and Market Culture

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.911	1	.911	2.489	.000[b]
	Residual	80.143	219	.366		
	Total	81.054	220			

a. Dependent Variable: Turnover Intentions

b. Predictors: (Constant), Market Culture

In Table 17, the regression analysis examined the relationship between the aggregate mean scores of adhocracy culture (the independent variable) and both market culture and turnover intentions. The study's null hypothesis (Ho1) posited that there would be no significant positive association between market culture and turnover intentions. The examination of the beta coefficient, however, revealed a statistically significant and negative linear relationship between these variables (β = -0.145, P-value = 0.003). As such, we accept Ho1, as there is compelling evidence indicating a substantial negative linear relationship between Market Culture and turnover intentions, with $\beta \neq 0$ and a P-value less than 0.05.

Table 17: Coefficients for Market Culture with turnover intentions

		Unstandardized Coefficients		Standardized Coefficients		
Model		β	Std. Error	Beta	t	Sig.
1	(Constant)	3.526	.184		19.114	.000
	Market Culture	-.145	.049	-.372	-2.953	.003

a. Dependent Variable: turnover intentions

The study has revealed a compelling inverse relationship between market culture and turnover intentions among lecturers, underscoring the significant impact of how a university values its external stakeholders on the turnover intentions of faculty members within public universities. This phenomenon may be attributed to the importance of various stakeholders, including customers, regulators, licensees, suppliers, and contractors, in shaping the identity and performance of universities. Market culture is intrinsically linked to an organization's competitiveness and its capacity to attain both individual and organizational objectives, as previously expounded by Beytekđn et al. (2010). Consequently, lecturers are more inclined to find their tenure rewarding within a university culture that prioritizes excellence and competitiveness within the industry. These findings are in harmony with the research outcomes of Lone and Nazir (2020), Deogratius (2019), and Haggalla and Jayatilake (2017). However, it is worth noting that the study conducted by Moune (2019) yielded dissimilar results, finding no statistically significant relationship between market culture and turnover intentions among lecturers in Korean universities.

4.6 Multiple Linear Regression for All Variables

The model summary presented in table 18 demonstrates that the combined influence of clan culture, hierarchy culture, adhocracy culture, and market culture significantly explains turnover intentions, accounting for a substantial proportion of the variance at 71.2%. The coefficient of determination (R2 = .712) and the coefficient of correlation (R = .725) both indicate the robustness of this explanatory power at a significant level of 0.05. These results suggest that an increase in one unit of organisational culture is associated with a notable decrease of 71.2% in turnover intentions. This comprehensive analysis underscores the collective impact of various dimensions of organisational culture on the turnover intentions of academic staff in public universities. The findings highlight the interconnectedness of clan, hierarchy, adhocracy, and market cultures in shaping employees' decisions to either stay or leave an organisation. The substantial explanatory power of the model underscores the complexity of the factors at play and their joint influence on turnover intentions.

Table 18: Model Summary for linear regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725[a]	.712	.692	.5983

a. Predictors: (Constant), Clan Culture, Hierarchy Culture, Adhocracy Culture, Market Culture

Table 19 shows the results of the goodness of fit test. The results show that the model was a good predictor of Turnover Intentions, F (4, 216) =2.607, p=.037.

Table 19: ANOVA table for multiple linear regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.733	4	.933	2.607	.037[b]
	Residual	77.321	216	.358		
	Total	81.054	220			

a. Dependent Variable: Turnover Intentions

b. Predictors: (Constant), Clan Culture, Hierarchy Culture, Adhocracy Culture, Market Culture

Examining the results presented in table 20, it becomes evident that at a significance level of 5%, the impact of different organisational culture dimensions on turnover intentions can be discerned. Specifically:

(i) Clan Culture: The p-value of 0.002 for Clan Culture suggests that it is a significant predictor of Turnover Intentions. This indicates that the family-like atmosphere and mutual support associated with Clan Culture have a notable influence on reducing turnover intentions among academic staff.

(ii) Hierarchy Culture: With a p-value of 0.088, Hierarchy Culture is not identified as a significant predictor of Turnover Intentions at the 5% significance level. This implies that the presence of a well-defined hierarchical structure within the organisation may not have a strong direct impact on employees' intentions to leave.

(iii) Adhocracy Culture: The p-value of 0.001 highlights Adhocracy Culture as a significant predictor of Turnover Intentions. This underscores that an organisational environment that encourages innovation, adaptability, and change readiness plays a crucial role in reducing the likelihood of employees considering leaving.

(iv) Market Culture: Market Culture also emerges as a significant predictor of Turnover Intentions with a p-value of 0.000. This underscores that a focus on external stakeholder interactions, competitiveness, and achieving goals resonates with employees and contributes to lower turnover intentions.

These findings provide nuanced insights into how different facets of organisational culture interact with employees' turnover intentions. The significant predictors highlight areas where organisational interventions and improvements can be targeted to enhance retention and foster a positive work environment. It's important to note that the varying significance levels indicate that different cultural dimensions have diverse influences on turnover intentions among academic staff.

Table 20: Coefficients for multiple linear regression

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.515	.217			.000
	Clan Culture	-.157	.176	-.201	.949	.002
	Hierarchy Culture	-.063	.073	.088	3.332	.000
	Adhocracy Culture	-.048	.067	-.065	2.878	.001
	Market Culture	-.017	.080	-.022	3.245	.000

a. Dependent Variable: Turnover Intentions

From the results in table 20 the multiple regression model can be presented as;

$$TI = 3.515 - 0.157CC - 0.063HC - 0.248CM - 0.017MC + e$$

Where;
TI= Clan Culture
CC= Hierarchy Culture
HC= Adhocracy Culture
CM= Market Culture
e= Error term

The multiple regression model employed in this study underscores the paramount importance of organisational culture in shaping turnover intentions among lecturers within Tanzanian public universities. Each sub-variable representing organisational culture (hierarchy culture, clan culture, adhocracy, and market culture) exhibited a statistically significant negative influence on turnover intentions. This implies that fostering a positive organisational culture within public universities can effectively mitigate turnover intentions among lecturers. Much like employees in various other organisational contexts, university lecturers are deeply intertwined with the prevailing organisational culture. Consequently, comprehending the organizational culture of a university holds profound significance, not only in terms of its impact on employee turnover but also in guiding decisions related to the structural and transformative aspects of universities (Lacatus, 2013).

Management within public universities must recognise that lecturers are unlikely to remain in an organization whose culture does not align with their preferences, thus echoing the principles of social exchange theory. According to this theory, an employee's commitment to an organization hinges on the reciprocal benefits offered by both parties, thereby forming a psychological contract. Failure on the organization's part to fulfill these obligations may prompt employees to consider departing. To explore the avenues for cultivating a conducive organizational culture within public universities, the multiple regression model suggests that all four facets of organizational culture should be thoughtfully considered. Creating a nurturing, family-like environment, characteristic of clan culture, entails discouraging interpersonal conflicts and promptly addressing emerging issues. Additionally, demonstrating equal regard and affection for all employees, devoid of any form of discrimination, is paramount. Furthermore, a well-defined hierarchy culture, marked by clear lines of authority, should be instated to fortify the organisational structure.

However, it is essential to exercise caution, as an excessive concentration of power among those in leadership roles, at the expense of marginalised voices, may inadvertently elevate turnover rates, as cautioned by Lone and Nazir (2020).The working environment for lecturers should be flexible enough to stimulate creativity, innovation, and adaptability. Notably, adhocracy, often overshadowed in public organisations due to their bureaucratic nature, including public universities, deserves more attention and room for development. Recognising and harnessing the competitive advantage of public universities should be prioritised and reflected in their agendas and plans, as these findings suggest that it directly impacts lecturers' turnover intentions. While this study underscores the pivotal role of organisational culture, it acknowledges that other factors may also exert significant influence on turnover intentions.

5. Conclusion

The aim of this study was to investigate the correlation between organisational culture and turnover intentions among lecturers within Tanzania's public universities. The study analysed clan culture, hierarchy culture, adhocracy culture, and market culture as components of organisational culture, and their relationship with turnover intentions. The findings revealed that all these sub-variables of organisational culture exhibited a significant and negative correlation with turnover intentions. This leads to the conclusion that there exists a noteworthy inverse association between organisational culture and turnover intentions among lecturers in Tanzania's public universities. This study contributes to the broader understanding of how organisational culture can impact turnover intentions, not only in traditional organisational settings but also within academic institutions like public universities. By demonstrating the

negative influence of organisational culture on turnover intentions, the study underscores the critical role that a conducive and harmonious organisational environment plays in retaining lecturers. Furthermore, the findings validate the principles of the social exchange theory, affirming that lecturers' intentions to stay or leave their positions in public universities are influenced by the reciprocal relationship established through the prevailing organisational culture.

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